



AERES
UNIVERSITY OF
APPLIED SCIENCES
DROTEN

Course catalogue

Major: International Dairy Management

Academic year 2023 - 2024, Jan van Beekhuizen

| Version | Date | Author |
|--|-------------------|--------------------|
| 0.3 | 2023-2024 | Jan van Beekhuizen |
| Course | CROHO | ISCED |
| International Dairy Management (IDAM) | 34869 | 0811 |
| Duration | One academic year | |

Content

| | | |
|----------|--|----------|
| 1 | Introduction | 1 |
| 2 | Competency Based Education & Final Qualifications | 2 |
| 2.1 | Aeres Competencies | 2 |
| 2.2 | Final Qualifications | 3 |
| 2.3 | Matrix of competences and minors | 3 |
| 2.4 | Examination and Assessment Regulations 2023-2024. | 3 |
| 3 | Educational Examination Regulations | 5 |
| 3.1 | Student Contract | 5 |
| 3.2 | Student Charter and Code of Conduct | 5 |
| 3.3 | Examination Regulations | 5 |
| 3.4 | Academic Accommodations | 5 |
| 3.5 | Student Counsellors | 6 |
| 4 | Course Outline International Dairy Management 2022-2023 | 7 |
| 4.1 | Schedule International Dairy Management | 9 |
| 5 | Module descriptors | 9 |
| 5.1 | Advisory Dairy Production (HADP) | 10 |
| 5.2 | International Entrepreneurship (AIES) | 12 |
| 5.3 | Dairy Management and Personal Development (APL4iL) | 14 |
| 5.4 | Company Placement (AGWP) | 15 |
| 5.5 | Thesis (AAFwi) | 16 |

1 Introduction

This course catalogue is for the **International Dairy Management (IDAM) one-year degree programme** for the academic year of 2023-2024. Registered under the Dutch CROHO 34869 and ISCED 0811. The program is unique as it offers students that have already completed or are in the final year of their bachelor degree program (business related) to receive a **Dutch bachelor degree** after completion. The program uses learning techniques such as traditional taught methods, practical assignments and case studies and internships to provide students with a unique, practical and valuable learning experience. This course catalogue provides an overview of the courses that will be taught throughout the study.

The **duration of the study is one academic year (approx. 10 months)**, as student will begin in September 2022 and have a set graduation data of July 2023. The mode of study is **full-time** in a **face-to-face classroom setting**.

The **International Dairy programme** offers a number of courses to create international business experts in the dairy industry. Throughout the study, courses such as **advisor International Production, International Entrepreneurship, and applied research methods are taught**. An additional benefit of the course is the ability to understand and appreciate new cultures through your study in the Netherlands and practical internships abroad. These internships are set around the international dairy industries, to provide the student with hands on experience in an international setting. Some topics within the courses include dairy genetics, nutrition and health, but also advisory training and dairy economics. Besides this there are also classes in intercultural communication, and international markets.

As the program is an international study, all courses, exams, and assessments will be delivered in **English**. Submissions from students (exams or assessments) are also required to be in English.

At Aeres University of applied science both professional and personal development are extremely important. We believe in personal education, not in numbers. Due to the nature and character of the programme, these two elements are therefore imbedded in the programme offering students in need of **academic accommodations** also a chance to become a successful young professional within the international dairy industry. IDAM students have to comply with **specific criteria** to be **accepted in the programme**.

The IDAM program is built to provide students with the knowledge and experience to establish young professionals in the food and agriculture industry. Following the completion of the course, the student will have access to jobs in small, medium and large-scale companies. Furthermore, the student will be able to use their degree to continue studying in a Master's Programme.

The remainder of this catalogue will highlight examination regulations, the year schedule, final qualifications, and the structure of the courses provided within the IDAM Programme.

Once you are admitted as a student at Aeres University of Applied Sciences, it is also possible to become a member of a Student association. More information can be found on the website: www.aeresuas.com

Aeres Group; corporate organisation structure

The Dutch green sector is at the forefront of the world. Aeres significantly contributes to this position. At Aeres, education, research and entrepreneurship come together around the major themes. Our talent ensures that there are people who take responsibility for the sustainable growth of plants and animals, feeding people, creating a healthy environment and giving room to nature. (Aeres, 2021).

Aeres was created between 2004 and 2009 from mergers of the former Groenhorst College, the CAH University of Applied Sciences, Stoas University of Applied Sciences and PTC+ (now Aeres Tech and Aeres Training Centre). In 2013, the CAH and Stoas merged to form Vilentum University of Applied Sciences, thereby founding the three current Aeres University of Applied Sciences faculties in Dronten, Almere and Wageningen. Aeres provides education (pre-vocational secondary education, TVET, Bachelor and Master) and is also active in the field of applied research and innovation and commercial courses and services for individuals and businesses (Aeres, 2021).

Aeres Group Executive Board of directors consists of: Mr B.M.P. Pellikaan (chairman), Mrs I.D. Dulfer-Kooijman (member), Mr M.H.C. Komen (member) [INFO](#)

2 Competency Based Education & Final Qualifications

Aeres has chosen to work with competency based education in all its programmes. Competencies are identified behaviours, knowledge, skills, and abilities that directly and positively impact the success of employees and organizations. Competencies can be objectively measured, enhanced, and improved through coaching and learning opportunities. Throughout the programme students work on the 10 Aeres competencies, please check appendix 4 Competency scorecard including levels and criteria.

2.1 Aeres Competencies

- 1. To show leadership**
Coaches the development of employees and shows exemplary behaviour; retains overview in complex situations, takes initiative at key strategic moments to administer processes of change and applies an appropriate leadership style.
- 2. To cooperate**
Creates a good atmosphere, handles the interests of others with care, is able to conquer resistance and conflict and utilizes the qualities of all individual team members to collectively reach the predetermined goals.
- 3. To present**
Is able to communicate messages about complex topics in an understandable and persuasive manner to a critical target audience, thereby consciously choosing the most effective form of communication.
- 4. To research**
Is able to recognise and describe a problem or development, is able to formulate the practical research inquiry and is able to supply a solution using the appropriate research methods.
- 5. To Innovate**
Uses creativity to develop new products, services and applications that are of use in practice.
- 6. To organise**
Plans and executes activities, brings both employees and resources effectively into action, supervises progress, adjusts when necessary and achieves the desired results.
- 7. To reflect/ to introspect**
Is able to assess and adjust development to ensure that own performance and the work environment are in keeping with each other.
- 8. To enterprise**
Is able to see opportunities and is able to achieve the desired results by taking risks.
- 9. To endorse sustainable behaviour**
Is responsible for the respectful treatment and sustainability of available sources, taking into account moral standards.
- 10. To appreciate the global perspective**
Sees the whole world as a work field and is able to operate in an international environment.

In the Bachelor programmes Aeres offers, there are 3 levels defined for these competencies: Propaedeutic phase, Main phase and Graduation phase. Graduating students must have obtained 8 out of 10 of these competencies at the Graduation phase level and be able to prove this.

The students will be coached throughout their study on personal development. This is registered as the course element CMP. Each student gets a personal coach who will be there to guide the student through their studies and support students in the process of getting to the requested competency level. After successfully having finished all educational activities by the end of this year, the student will need to prove by means of their portfolio that he or she masters the **10 Aeres competencies at Graduation phase level**.

2.2 Final Qualifications

In order to guarantee that all bachelor programmes in the livestock business reach the same national set objectives developed, the four 'green' oriented Higher Educational Institutions have developed 10 final qualifications for bachelor programmes with CROHO registration number 34869 in cooperation with the agri-food business professional environment in which our graduates will work.

1. To know the current developments in the agri-food sector
2. Developing a vision and strategy for an (international) agri-food business
3. Entrepreneurship and innovation in the international agri-food business.
4. Setting up and implementing an applied business research in the agri-food business
5. Management of organizations, processes, projects and people.
6. Effective cooperation and communication in a multi-disciplinary, intercultural environment.
7. Management and development of own professional and personal attitude and skills
8. Advise on financial aspects of business management of an agri-food company.
9. Optimising logistics and monitoring quality of agri-food chains
10. Strategic marketing of products and services in the global agri-food market

2.3 Matrix of competences and minors

The next matrix provides an overview of the various competences you will attain after finalizing the various minors of International Dairy Management course.

2.4 Examination and Assessment Regulations 2023-2024.

The current course regulations are in conformity with the *Examenregeling Aeres UAS* and they represent the distinguishing features of the international courses at Aeres UAS. All courses comply with the key study and qualification objectives of the curricula from which they stem. These qualifications are assumed in the courses, and the learning objectives presented here are only the specific ones, not what is Bachelor generic.

The Examination Regulations for International Courses will be presented to students in a separate document at the beginning of the academic year 2023-2024

| <h1>IDAM</h1> | HADP | AIES | APL4iL | AGWP | AAFwi | TOTAAL |
|--|------|------|--------|------|-------|--------|
| Final qualifications | | | | | | |
| 1. To analyse and optimise a livestock farm in relation to the environment of the farm | X | X | | | | 2 |
| 2. To overview the international dairy sector | | X | | | | 1 |
| 3. To acquire projects and give advice | X | X | | | | 2 |
| 4. To design and execute applied research | X | | X | | | 2 |
| 5. To develop a strategic plan | | X | | | | 1 |
| 6. To develop products and services and find markets for these products and services | | X | X | | | 2 |
| 7. To translate and apply policy | | X | | | | 1 |
| 8. To inform specific target groups in an interactive way | X | X | X | | | 3 |
| 9. To manage projects, processes and people | | X | X | | | 2 |
| 10. To apply quality systems | | | | | | 0 |
| 11. To show corporate social responsibility and introspect | X | X | X | | | 3 |
| Aeres competencies | | | | | | |
| 1. To show leadership capabilities | | X | | | | 1 |
| 2. To cooperate | X | X | X | | | 3 |
| 3. To present | X | X | | | | 2 |
| 4. To research | X | | X | | | 2 |
| 5. To innovate | X | X | X | | | 3 |
| 6. To organize | X | X | X | | | 3 |
| 7. To introspect | | | X | | | 1 |
| 8. To enterprise | X | X | | | | 2 |
| 9. To endorse sustainable behavior | X | X | X | | | 3 |
| 10. To appreciate the global perspective | | X | X | | | 2 |

3 Educational Examination Regulations

3.1 Student Contract

Each student will have a student contract that indicates the individual study path of the student for that academic year. The study contract also expresses specific conditions that would have to be met at a given date during the academic year. The student contract can be regarded as a supplement to the Educational Exam Regulations and is registered in the Student Administration System (Osiris).

3.2 Student Charter and Code of Conduct

This student charter has been drawn up on the basis of the provisions of Article 7.59 of the Higher Education and Scientific Research Act (WHW). This charter contains the rights and obligations of students enrolled at Aeres University of Applied Sciences.

By recording the rights and obligations of students in a student charter, students can easily gain a full insight into their legal position. In addition to establishing rights and obligations that relate to the personal interest of the student, the charter also contains regulations (code of conduct) that aim to ensure that the student behaves according to the outlined norms/values and rules and regulation of studying in this academic environment. The Aeres UAS student charter and the code of conduct apply to all students of the (International) Bachelor's programs of Aeres UAS, that include students who are here on an exchange programme or as part of their own study programme. or Dalhousie students taking their second year at Aeres UAS as part of the IFB programme.

3.3 Examination Regulations

The Educational Exam Regulations as given here are published online as part of the Student charter. This can be found on intranet website, select "English" as a language and thereafter select the button "Student charter". Students are expected to know where to find and understand the content of the examination regulations. Although we explain the examination regulations during the introduction week and throughout the year by your personal coach and programme coordinator, students have a responsibility in reading these documents. <https://www.aereshogeschool.nl/over-aeres-hogeschool/publieke-verantwoording/onderwijs-en-examenregeling>

3.4 Academic Accommodations

Academic accommodations are put into place to reduce or eliminate a disadvantage as a result of their physical or mental condition. Students receiving academic accommodation are still expected to meet the requirements of the programme. Academic accommodations vary per student and are individually assessed and awarded provided that the student handed in official documentation to the academic accommodations coordinator (decaan) before the start of any examination period.

The academic accommodations coordinator will officially put academic accommodations in to place for those students who experience a barrier related to physical or mental condition, when:

- The intake has taken place with the academic accommodations officer
- the documentation is in order and states that the student has a disability/ condition and requires accommodations,
- the academic accommodations officer has given his or her official approval.

Students are responsible for academic accommodations at all times, parents/ guardians are only informed with written consent of the student. Students who experience the following conditions are eligible for academic accommodations:

- Learning disability (i.e. dyslexia, dyscalculia)
- Sensory impairment (i.e. hearing loss, blindness, low vision)
- Mobility

3.5 Student Counsellors

Student welfare is of great importance in order to succeed academically. Sometimes “life happens when you are busy making other plans” or you have or are still experiencing difficulties, problems, harassment and so on. If you cannot talk to your personal coach or this exceeds their ability to help you can contact yourself or we advise you to contact one of our student counsellors. These staff members are especially appointed and trained to work on problems with you, confidentially. Nothing you say to them will be shared with anybody.

In the event of undesirable behavior by others, a complaint can be submitted to the Complaints Committee together with the student counsellor. The latter then investigates the complaint and action can then be taken in short term. The student counsellor can also function as a liaison between you and others for other social-emotional problems.

The student counsellors can be reached by email, telephone, appointment or by walk-ins. If you prefer to make an appointment for a place outside the school, you can. If you experience problems and they exceed your personal coaches responsibilities and abilities, please contact our counsellors. Do not wait too long and contact us! Please remember that we cannot help if we do not know what is going on. We realise it can be extremely difficult to take the first step but we can are here to help. And will be there with you every step of the way.

Jan Pesman

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Telephone number: 088-020 5890

Room number: P 2.10

Titia van Duinen-Rozema

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Dean and Studying with a disability:

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4 Course Outline International Dairy Management 2022-2023

The schedule below shows the outline of the program.

| 1 st semester | Week 37 2023 – week 3 2024 | | EC |
|--|--|--------|----|
| | <p>Advisor Dairy Production In this module the student will learn how to act as a consultant or advisor in the dairy sector. This includes communication with farmers, gathering farm data, analysing this data and the formulation of advices that are consistent with the objectives of the farmer. The student will write an advisory report and present this in an advisory meeting to the farmer.</p> <p>For a solid background in giving advice, students will get classes about dairy nutrition, dairy genetics, dairy health and feed production. Next to that students will have practical training in giving advice to farmers.</p> | HADP | 13 |
| | <p>International Entrepreneurship Due to all kind of reasons including an international environment, decisions that farmers have to make are becoming increasingly complex. Therefore modern entrepreneurs and their consultants need the right competencies to develop ideas and calculate the economic effects of operational, tactical and strategic options they have in mind for their farm or their client. In this module the student will learn to develop new ideas, explore the possibilities for improvement of farm management and develop new ideas for farm development.</p> <p>The student will write an strategic advisory report and present this in an advisory meeting to the farmer.</p> <p>Students will have classes about: farm economics, strategic management, marketing and sales, world agricultural policy, HRM and international dairy production.</p> | AIES | 13 |
| 1 st & 2 nd semester | <p>Personal Development At Aeres UAS we're not only focussing on practical and theoretical knowledge, but also on personal growth. In APL4L we will reflect on student's development an prepare students for their professional life.</p> <p>A student graduating from Aeres must be able to conduct independent academic research. Conducting research requires specific research skills. In this skills training course attention will be given to a process of setting up the research, data analysis and presentation of the research findings.</p> | APL4iL | 7 |
| 2 nd semester | Week 6 2024 – week 25 2024 | | |
| | <p>Company placement To meet the objectives, it is necessary that the student has an opportunity to become familiar with the day to day activities in an organisation or company. After a period of specific coaching, a task is set in which he or she has to work with a certain degree of individual responsibility. The level of the task should be adapted to the educational background of the student, and, if possible, to the chosen specialisation.</p> <p>First and foremost, the students should be aware of all the facets of the training assignment, and become familiar with the demands made, from the formulation of the problem up to and including to its solution, and its implementation in practice. Consequently, the best method of coaching is by the relevant expert in</p> | AGWP | 17 |

| | | | |
|--|--|------|----|
| | <p>the organisation or company. This involves the two most important parties in the placement.</p> <p>The contents of the placement will differ widely, according to the company and the student's preferences. The contents of the training programme are the result of discussions between the company, the student and the college. The opportunity for the student to collect and consult literature and other sources of information on the training subject matter is an essential ingredient for a successful learning experience.</p> | | |
| | <p>Thesis</p> <p>The thesis consists of:</p> <ul style="list-style-type: none"> • executing an assignment (agriculture-related research, problem-solving, developing a new technique, market research, organisational research and others) related to the present or future practice; • writing a report in which the results of the assignment are joined with the results of literature survey or a desk study, combining into a thoroughly documented and well-founded set of conclusions and recommendations; • organising and presenting a seminar on the methodology of the research and the results, emphasising the value and the applicability in professional practice. <p>The emphasis in the assignment is on improving the problem-solving capacity: it is the final element for all-out training by problem identification, critical analysis and approach, development of well-worked out solutions and achieving a balance between practical orientation and theory. The time allocated allows these elements.</p> | AAFW | 10 |
| | Total EC | | 60 |

4.1 Schedule International Dairy Management

| week | | type | Academic year 2023-2024 | Activities |
|--------------|----------------|------|--|----------------|
| 36 | 04 Sep | L0 | Introduction week / start minor | |
| 37 | 11 Sep | L1 | Start classes | |
| 38 | 18 Sep | L2 | | |
| 39 | 25 Sep | L3 | | |
| 40 | 02 Oct | L4 | | |
| 41 | 09 Oct | L5 | | |
| 42 | 16 Oct | L6 | | |
| 43 | 23 Oct | ** | Autumn break | |
| 44 | 30 Oct | L7 | | |
| 45 | 06 Nov | T1 | Exams T1 + assessments | Exam period T1 |
| 46 | 13 Nov | T1 | Exams T1 + assessments | |
| 47 | 20 Nov | L1 | | |
| 48 | 27 Nov | L2 | | |
| 49 | 04 Dec | L3 | | |
| 50 | 11 Dec | L4 | | |
| 51 | 18 Dec | L5 | | |
| 52 | 25 Dec | ** | Christmas break | |
| 01 | 01 Jan | ** | Christmas break | |
| 02 | 08 Jan | L6 | | |
| 03 | 15 Jan | L7 | | |
| 04 | 22 Jan | T2 | Exams T2 + assessments | Exam period T2 |
| 05 | 29 Jan | T2 | Exams T2 + assessments | |
| 06 | 05 Feb | L0 | | |
| 07 | 12 Feb | L1 | | |
| 08 | 19 Feb | ** | Spring break / Project work | |
| 09 | 26 Feb | L2 | | |
| 10 | 04 Mar | L3 | Sign in for resit T3 | |
| 11 | 11 Mar | L4 | | |
| 12 | 18 Mar | L5 | | |
| 13 | 25 Mar | L6 | <i>(29 Mar: Good Friday university closed)</i> | |
| 14 | 01 Apr | L7 | <i>(01 Apr: Easter Monday – university closed)</i> | |
| 15 | 08 Apr | T3 | Exams T3 + resits T1 and T2 | Exam period T3 |
| 16 | 15 Apr | T3 | Exams T3 + resits T1 and T2 | Exam period T3 |
| 17 | 22 Apr | L1 | <i>(27 Apr: King's Day)</i> | |
| 18 | 29 Apr | ** | Holidays; university closed the whole week | |
| 19 | 06 May | L2 | <i>Thursday 09 and Friday 10 May, Ascension day; university closed</i> | |
| 20 | 13 May | L3 | | |
| 21 | 20 May | L4 | <i>20 May: Pentecost Monday - university closed</i> | |
| 22 | 27 May | L5 | | |
| 23 | 03 June | L6 | | |
| 24 | 10 June | L7 | | |
| 25 | 17 June | L8 | | |
| 26 | 24 June | T4 | Exams T4 + assessment | Exam period T4 |
| 27 | 01 July | T4 | Exams T4 + assessment | Exam period T4 |
| 28 | 08 July | | 11 and 12 July: Dronen: Graduation international students | |
| 29/32 | 15 July | | Summer holidays (university closed 22 July – 12 Aug) | |
| 33 | 12 Aug | T5 | 13, 14, 15 and 16 August Resits T5 | Exam Period T5 |
| 34 | 19 Aug | T5 | 19 August Resits T5 | Exam Period T5 |
| 35 | 26 Aug | | | |
| 36 | 02 Sep | L0 | Introduction week | |
| 37 | 09 Sep | L1 | Start classes academic year 2024-2025 | |

5 Module descriptors

5.1 Advisory Dairy Production (HADP)

5.1.1 Module orientation

In European countries such as The Netherlands, the Dairy sector is under increasing pressure. On the one hand it is necessary to meet the demands of a more and more sophisticated market in dairy products. On the other hand there are social and legal pressures to protect and promote environmental quality. To meet these sophisticated market changes it is important that companies and organizations develop strong strategies to ensure a dairy production who can deal with these circumstances it is necessary to optimize production, but being aware of public pressure. In this course students are trained to advice dairy farmers to develop their farm in a sophisticated way.

The course Advisor Dairy Production enables the student to gain deeper understanding of what is necessary to optimize a dairy farm. Professional areas of competence include genetics, nutrition, roughage production and dairy health. To understand how te react on certain circumstances and how to deal with farmers you will also get an advisory training.

You are expected to work as a professional (junior) consultant to solve bottle necks on a dairy. In order to give good advice it is important to focus on the following activities.

Analysis of the problems

- Development of possible alternative solutions
- Choice of best option
- Write a professional advisory report about improvement process
- Present your solution in a convincing way

5.1.2 Module overview

| Advisor Dairy Production (HADP) | | | | | |
|---------------------------------|------|---|---------------|-----------------|---|
| Advisor Dairy Production | | | | | |
| Coordinator: | | Arthanja Verweij (VWA) | | Credits: | |
| | | | | 13 | |
| Elements | ECTS | Name | Mode of Exam | Period | Literature |
| HADP01 | 4 | Assessment and learning tasks | Assessment | 2 | Learning guide + info in Canvas |
| HADP02 | 2 | Dairy Genetics | Written exam | 2 | Sheets and provided articles |
| HADP03 | 2 | Dairy Nutrition | Written exam | 1 | Penn State Extension, From Harvest to Feed: Understanding Silage Management (available online) NRC, 2001. Nutrient Requirements of Dairy Cattle 7 th revised edition (available online) Lecture notes/slides |
| HADP05 | 2 | Roughage Production | Written exam | 2 | Sheets and provided articles online book: https://www.encyclopediapratensis.eu/a-syllabus-for-young-farmers/ |
| HADP06 | 1 | Advisory training | Training | 2 | |
| HADP07 | 2 | Dairy Health | Computer exam | 1 | Brand, A, J.P.T.M. Noordhuizen and Y. Schukken; Herd health and production management control, 2001. ISBN13: 789074134347 Hulsen, J. and Klein Swormink. B; From calf to heifer, 2006, ISBN 9789075280951 |
| Entrance requirements | | Basic knowledge about dairy production and management | | | |

| | |
|--|--|
| Professional task | In this module the student will learn how to act as a consultant or advisor. This includes communication with farmers, gathering data, analysing data and formulation of advices that are consistent with the objectives of the farmer. The student will write an advisory report and present this in an advisory meeting to the farmer. |
| Role: | Advisor/consultant |
| Methods: | Learning tasks, classes, practical training and farm visits |
| Fields of expertise | Objectives (the student): |
| HADP01 Assessment and learning tasks | <ul style="list-style-type: none"> • Is able to develop a quick-scan and advisory report • Is able to give a written and oral advice about tactical management. |
| HADP02 Dairy Genetics | <ul style="list-style-type: none"> • Is able to analyse a dairy farm and advice farmers about their genetic plans • Is able to predict the effect of breeding decisions • Is able to explain the application of genomic selection • Is able to calculate the heritability of traits and reliability of breeding values • Is able to explain the effects of inbreeding and cross breeding |
| HADP03 Dairy Nutrition | <ul style="list-style-type: none"> • Is able to analyze a dairy farm and advise farmers about animal nutrition. • Is able to determine the factors influencing the appropriate preservation of feed stuffs. • Is able to explain the relation between feedstuffs and digestibility, feed intake, animal health and production. • Is able to explain the metabolic transition from feed into animal products. • Is able to evaluate feedstuffs and their nutritional value related to utilization by the animal. • Is able to critically analyze the ration of different animal categories. • Is able to explain relation between animal nutrition and nutrition related diseases. • Is able to explain the relation between animal nutrition and environmental impact. |
| HADP05 Roughage Production | <ul style="list-style-type: none"> • Have knowledge about growth and development of grass, grassland and grassland types • Have knowledge of determination of grass species, and knowledge of breeds and mixtures • Have knowledge of grazing and planning in grassland use • Have knowledge of corn and fodder crops • Have knowledge about roughage production and climate • Have knowledge of the basic principles of fertilization and fertilization advice by manure or chemical fertilizer for grassland and fodder crops • Calculate fertilization advices for different parcels (soils) and fodder crops (all) • Have knowledge about effect of N fertilization on harvest (quantity), forage quality, financial results and efficiency of mineral use • Have knowledge about fertilization minerals and trace minerals and recognize possible shortages in plant (and what is the effect of shortages) |
| HADP06 Advisory training | <ul style="list-style-type: none"> • Is able to give an oral advise to a dairy farmer using appropriate advisory techniques • Is able to give a farmer specific advice |
| HADP07 Dairy Health | <ul style="list-style-type: none"> • Is able to analyse a dairy farm on factors responsible for the occurrence of farm related diseases and advice on preventive measures. • Is able to analyse a dairy farm on factors responsible for the occurrence of infectious and parasitic diseases and advice on preventive measures. • Is able to explain the mechanism of antibiotic resistance and advice on measures to reduce the use of antibiotics |
| Aeres competencies: | |
| To cooperate, to present, to research, to innovate, to organise, to enterprise, to endorse sustainable behaviour | |
| Final Qualifications: | |
| <ul style="list-style-type: none"> • To analyse and optimise a livestock farm in relation to the environment of the farm • To acquire projects and give advice • To design and execute applied research • To inform specific target groups in an interactive way • To show corporate social responsibility and introspect | |

5.2 International Entrepreneurship (AIES)

5.2.1 Module orientation

Today's businesses are facing globalized markets, which offer provide both threats and opportunities throughout various industries. The ability to move into new markets, offers businesses the opportunity to grow. To make sure this growth strategy is successful, the company must use the right strategy. This course will focus on training knowledge and skills, through theory and practice, to ensure students understand how to approach global markets. The course will have to main focuses on farm economics. International developments, Strategic choices, Regulations, Marketing and other aspects of knowledge will be provided through theory, and will be put to practice through different scenarios.

5.2.2 Module overview

| International Entrepreneurship (AIES) | | | |
|--|-----------------------|-----------------|-----------|
| International Entrepreneurship (for international students only) | | | |
| Coordinator: | Albert Canrinus (CAA) | Credits: | 13 |

| Module elements | EC | Name | Exam | Period | Literature |
|-----------------|----|---|------------|--------|---|
| AIES08 | 3 | Business plan and oral advice during consultancy meeting | Assessment | 2 | <ul style="list-style-type: none"> Learning guide + ppt+ info Canvas |
| AIES02 | 2 | Farm economics | Exam | 1 | <ul style="list-style-type: none"> Brouwers, M.P. & W. Koetzier; The basics of financial management Noordhoff, Third edition, 2015 ISBN10: 9789001839147 |
| AIES09 | 2 | International Livestock production and Strategic Management | Assignment | 1 | Info teacher / ppt / Canvas |
| AIES10 | 2 | Marketing and Sales training | Assessment | 2 | <ul style="list-style-type: none"> Blythe, J.; Essentials of marketing, 5th edition, 2012 ISBN 9780273757689 |
| AIES05 | 2 | World agricultural policy | Exam | 2 | <ul style="list-style-type: none"> McCormick, J.: Understanding the European Union, 2017. ISBN 9781137607751 |
| AIES11 | 2 | Human Resource Management and Consultancy skills | Assignment | 1 | <ul style="list-style-type: none"> Info teacher / ppt / Canvas |

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|------------------------------|---|
| Entrance requirements | Basic knowledge about dairy production and management |
| Professional task | <p>In this module the student:</p> <ul style="list-style-type: none"> will learn how to act as an adviser or entrepreneur in an international environment. Will develop and write a marketing plan and execute a sales talk Will write a strategic advisory report (business plan) and present this in an advisory meeting to the farmer (part 2). <p>This includes professional communication with farmers, gathering and analysing data and formulate advice which are consistent with the objectives of the farmer.</p> |
| Role: | Advisor/Entrepreneur/Account manager |
| Methods: | assignments, classes, practical training and farm visits |

| Fields of expertise | Objectives (the student): |
|---|--|
| AIES08 | <ul style="list-style-type: none"> • Is able to analyse financial and technical data of a dairy farm out of actual year reports • Is able to develop a strategic business plan • Is able to give a written and oral advice about strategical farm management. |
| AIES02 | <ul style="list-style-type: none"> • Is able to read and understand a financial year report of a farm • Is able to analyse the financial situation of a livestock production farm. • Is able to advise farmers about farm development based on key process indicators (KPI) |
| AIES09 | <ul style="list-style-type: none"> • Is able to analyse and explain worldwide developments in the livestock production sector • Is able to develop a sector vision based on found historic developments and using appropriate strategic analyse techniques |
| AIES10 | <ul style="list-style-type: none"> • Is able to write a marketing plan and perform a sales talk |
| AIES05 | <ul style="list-style-type: none"> • Is able to use knowledge about EU-agricultural policy in the planning of mid and long term farm development |
| AIES11 | <ul style="list-style-type: none"> • Is able to plan and manage human resources on animal production farms • Develop advisory skills, and is herewith able to give advice to agricultural entrepreneurs |
| Aeres competencies | |
| To show leadership capabilities, to cooperate, to present, to innovate, to organise, to enterprise, to endorse sustainable behaviour, to appreciate the global perspective | |
| Final Qualifications: | |
| <ul style="list-style-type: none"> • To analyse and optimise a dairy farm in relation to the actual environmental and social developments • To overview the international dairy sector • To develop a strategic business plan • To develop products and services and find markets for these products and services • To translate and apply actual legislation and political developments into the farm management and strategy • To inform and give advice to farmers and specific target groups in an interactive way • To manage and/or give advice about dairy processes and people in the agricultural production sector • To show corporate social responsibility and introspect | |

5.3 Dairy Management and Personal Development (APL4iL)

5.3.1 Module orientation

Competence development is of the essence. Throughout the study year coaching activities take place to guide the student to strengthen his/her competences, based on the student personal needs and progress development.

A student graduating from Aeres must be able to conduct independent academic research. Conducting research requires specific research skills. In this skills training course attention will be given to a process of setting up the research, data analysis and presentation of the research findings.

5.3.2 Module overview

| Personal development (APL4iL) | | | | | |
|-------------------------------|------|--|---------------------------------|-------------------|---|
| Coordinator: | | Jantien Tempert (TEJ) | | credits: 7 | |
| Elements | ECTS | Name | Mode of Exam | Period | Literature |
| APL4iL01 | 1 | Managing competences | Report (O/V/G) | 4 | Syllabus APL4i |
| APL4iL02 | 2 | Professional Ethics | Class discussions & assignments | 1 | Syllabus APL4i |
| | | | Final report | 1 | |
| APL4iL05 | 2 | Quantitative Research methods with statistics & SPSS | Final Assignment | 3 | <ul style="list-style-type: none"> Manfred te Grotenhuis, Anneke Matthijssen (2015). <i>Basic SPSS Tutorial</i>, Sage Publications. ISBN 9781483369419 B. Baarda & C. van Dijkum (2014). <i>Introduction to statistics with SPSS 2nd ed.</i> ISBN 9789001834418 <p>or D.B. Baarda, M.P.M. De Goede (2004). <i>Introduction to statistics with SPSS 1st ed.</i> ISBN 9789020732979, Noordhoff Uitgevers</p> <ul style="list-style-type: none"> Suggested for further reading: Naresh, K. Malhotra. (2009). <i>Marketing Research: An Applied Orientation</i>. Global Edition, 6/E: Pearson Higher Education. ISBN: 9780136094234. |
| APL4iL06 | 2 | Research methodology, design & reporting | Written exam | 2 | <ul style="list-style-type: none"> Jong, de, J., (2017). <i>Effective strategies for academic writing, the road towards essay, paper or thesis</i>. Bussum: Coutinho. ISBN 9789046905050 Baarda, B. (2010)- research, this is it! Noordhoff uitgevers ISBN 9789001790264 |
| Entrance requirements: | | N.A. | | | |
| Professional task: | | Personal Development and self-reflection Develop and utilize research skills in preparation for the final thesis. | | | |
| Role: | | Junior professional | | | |
| Methods: | | Training, classes, individual assignments. computer classes, presenting | | | |
| Fields of expertise: | | Learning objectives (the student): | | | |

| | |
|--|---|
| Personal development | <ul style="list-style-type: none"> Reflects constantly on his or her own personal- and competency development, part of the lifelong learning paradigm. |
| Ethics | <ul style="list-style-type: none"> is able to formulate an opinion on important and current aspects of the professional work environment, based on own experience and norms and values or that of others, while he or she is able to separate opinion from facts. can and is willing to openly discuss and exchange ideas with others on these kinds of topics. |
| Desk research, qualitative research, quantitative research, field research | <ul style="list-style-type: none"> Will be aware of the different types of research (quantitative vs. qualitative) Will be able to identify which type of research is suitable to solve a given problem |
| Research design, research methods and techniques | <ul style="list-style-type: none"> is able to identify a challenging topic within the Agricultural Business. is able to search for relevant information on a topic in the Agricultural Business and to further work out the description of the topic. is able to describe the relevance of researching the topic in the Agricultural Business. is able to describe the knowledge gap of the research topic and can translate this into a main question. knows the different forms of research, is able to choose the relevant form, design and methodology of research. is able to perform the research according to scientific methodology. can present the research findings in writing and orally depending on the target group. |
| SPSS | <ul style="list-style-type: none"> is able to use Microsoft Excel and other quantitative tools to process data and use statistics for research papers. knows how to analyze and interpret data using SPSS in the framework of qualitative research |
| Aeres competencies: | |
| <ul style="list-style-type: none"> To introspect: 8 out of 10 Aeres competencies must be at level 3 (highest level). Assessed by means of final report and meeting in which students show examples of situations where they worked on improving their competencies. The examples given are based on the goals students set at the beginning of the year and halfway through the year. The examples are given using the STARR method and goals are formulated according to the SMART method. To research (level 2): The student identifies and describes a problem or a development, formulates a practice-based research question and answers this using a suitable research method. To cooperate (level 2): The students will be part of group work in order to conduct research and achieve the desired result by delivering a research report and a poster presentation. To present (level 2): The student is able to communicate the setup and the results of the research in a poster presentation. | |
| Final qualifications: | |
| <ul style="list-style-type: none"> Management and development of own professional and personal attitude and skills. Effective cooperation and communication in a multi-disciplinary, intercultural environment. Setting up and implementing an applied business research in the agri-food business. | |

5.4 Company Placement (AGWP)

5.4.1 Module orientation

To meet the objectives, it is necessary that the student has an opportunity to become familiar with the day to day activities in an organisation or company. After a period of specific coaching, a task is set in which he or she has to work with a certain degree of individual responsibility. The level of the task should be adapted to the educational background of the student, and, if possible, to the chosen specialisation.

First and foremost, the students should be aware of all the facets of the training assignment, and become familiar with the demands made, from the formulation of the problem up to and including to its solution, and its implementation in practice. Consequently, the best method of coaching is by the relevant expert in the organisation or company. This involves the two most important parties in the placement.

The contents of the placement will differ widely, according to the company and the student's preferences. The contents of the training programme are the result of discussions between the

company, the student and the college. The opportunity for the student to collect and consult literature and other sources of information on the training subject matter is an essential ingredient for a successful learning experience.

5.4.2 Module overview

| Graduation Work Placement (AGWP) | | | | | |
|---|-------------|--|---------------------|--------------------|--|
| 4th Year Work Placement | | | | | |
| Coordinator: | | MOS | | Credits: 17 | |
| Element | ECTS | Name | Mode of Exam | Period | Literature |
| AGWP01 | 17 | Graduation Work Placement | Report | 1234 | Work Placement Manual (available on Canvas) Materials on Canvas |
| Entrance requirements: | | None | | | |
| Professional task: | | Based on own choice. The activities as performed by the student during the work placement are in line with the chosen study programme. During the placement the student is expected to act as a young professional within a job profile that matches the programme the student is in. | | | |
| Role: | | Young professional | | | |
| Methods: | | Depending on the type of the placement | | | |
| Fields of expertise: | | Learning objectives (the student): | | | |
| Based on own choice | | <ul style="list-style-type: none"> • prepares for the work environment in which the student works on professional tasks • gains knowledge into different company activities and job profiles • obtains insights about the operational practices of the placement company, and the place/role the company in its environment. • carries out a practical assignment, in a self-responsible manner. This implies that coaching by the company will have the characteristics of general supervision • effectively applies current methods of research methodology and interpretation techniques, when relevant • demonstrates proficiency in various professional skills and competencies, as required in the educational program is able to work on and show proof of selected Aeres competencies, based on own choice, on level 3 in a professional setting • • can adapt or reformulate study goals based on experiences during the placement period. The student conforms to these individual learning goals, set either in advance or during the training period • | | | |
| Aeres-competencies: | | Based on own choice for the graduation phase (level 3) | | | |
| Final Qualifications: | | Check curriculum overview and programme profile | | | |

5.5 Thesis (AAFWi)

5.5.1 Module orientation

The thesis consists of:

- executing an assignment (agriculture-related research, problem-solving, developing a new technique, market research, organisational research and others) related to the present or future practice;
- writing a report in which the results of the assignment are joined with the results of literature survey or a desk study, combining into a thoroughly documented and well-founded set of conclusions and recommendations;

- organising and presenting a seminar on the methodology of the research and the results, emphasising the value and the applicability in professional practice.

The emphasis in the assignment is on improving the problem solving capacity: it is the final element for all-out training by problem identification, critical analysis and approach, development of well-worked out solutions and achieving a balance between practical orientation and theory. The time allocated allows these elements.

5.5.2 Module overview

| Graduation Project (AAFWi) | | | | | |
|-------------------------------|--|--------|------------------------------|--------------------|--|
| Graduation Project | | | | | |
| Coordinator: | | MOS | | Credits: 10 | |
| Element | ECTS | Name | Mode of Exam | Period | Literature |
| AAFWi01 | 10 | Thesis | Research report & colloquium | 1234 | <ul style="list-style-type: none"> Jong, de, J., (2017). <i>Effective strategies for academic writing, the road towards essay, paper or thesis</i>. Bussum: Coutinho. ISBN 9789046905050 Baarda, B. (2020). <i>This is research</i>. Noordhoff uitgevers. ISBN: 9789001895464 <p>Suggestion for further reading:</p> <ul style="list-style-type: none"> Kumar, R. (2014). <i>Research methodology, A Step-by-Step Guide for Beginners</i>. Sage publications Ltd. ISBN: 9781446297827 |
| Entrance requirements: | All research modules should have been completed with sufficient marks | | | | |
| Professional task: | Research topic based on own choice. Conducting research, writing a research report and presenting the research and its outcomes during a colloquium | | | | |
| Role: | Researcher | | | | |
| Methods: | Independently working on a research project with guidance of thesis coach | | | | |
| Fields of expertise: | Learning objectives (the student): | | | | |
| Based on own choice | <ul style="list-style-type: none"> can formulate and demarcate research problem clearly can identify a target group for which the research is relevant, and for which the research outcomes will be useful can formulate the main research question and the related sub-questions can design research methodology that fits with the research question(s) can synthesise previously acquired knowledge with new findings, or the adaptation of such knowledge to specific conditions can demonstrate the applicability of the results can formulate conclusions based on the research results can formulate recommendations for the selected target group of the research can write a research report conform the rules for report writing can present the results of the research in a structured and engaging manner and can answer questions satisfactorily | | | | |
| Aeres competencies: | Based on own choice for the graduation phase (level 3) | | | | |
| Final qualifications: | Check curriculum overview and programme profile | | | | |

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